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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: the effectiveness of a reading inservice program on secondary school teachers' knowledge, attitudes, and teaching behavior; the student teaching practicum in reading; inservice reading instruction and teachers' perceptions of their principals' competencies in facilitating a reading program; student teachers' assessment of and prescription for secondary school pupils' reading levels; teacher performance in an adult basic education program in Jamaica; English methods courses in New England and in Midwestern colleges and universities; training in client-centered consultation skills and reading consultants' ability to effect change; instructional television in the teacher education course; critical components in a staff development program based on the recommendations of the National Council of Teachers of English; the use of competency-based instructional materials to improve teacher effectiveness in language development; a dynamic model for staff development in reading; teacher preparation in multicultural literature; teachers' conceptions of reading; and shifts in preservice teachers' perceptions of competence and in their attitudes toward the role of reading. (FL)

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AN INVESTIGATION OF THE EFFECTIVENESS OF A SECONDARY READING INSERVICE PROGRAM ON TEACHERS' KNOWLEDGE, ATTITUDES, AND TEACHING BEHAVIOR

Order No. 7816229

BACON, Margaret Ann, Ed.D. University of Massachusetts, 1978. 163pp. Director: Professor Rudine Sims

The existence of a national reading problem confronts not only the reading professional but also the most casual reader of the daily newspaper. However, secondary teachers have not been trained to meet their students' reading needs, either in their preservice or their inservice education. At least a part of the problem has been secondary teachers' traditional reluctance to view reading as a process underlying many of their subjects, rather than a skill to be taught by a reading specialist.

The problem, then, involves convincing these teachers of a need for reading instruction and, once persuaded, giving them some strategies for including such instruction in their classes. Toward that end, the author, a reading specialist in the Amherst system, designed, implemented, and evaluated an inservice program for 15 junior and senior high school teachers from a variety of content areas. Data were collected regarding participants' attitudes toward incorporating reading into their classes, their knowledge about reading, and their teaching behavior in regard to reading tasks. Instruments used to measure these variables included (1) "A Scale to Measure Attitudes Toward Teaching Reading in Content Classrooms," an attitude inventory by Estes; (2) "Reading Process Survey," a scale dealing with psycholinguistic perceptions of the reading process adapted by the instructor; (3) "Secondary Reading Information," a multiple-choice test of teacher knowledge of reading developed by the investigator; and (4) "Check List of Practices Related to Reading in Content Areas," a self-report checklist by Aaron of the frequency of use of various reading instructional strategies. In addition, observations were conducted in several participants' classrooms during which anecdotal data regarding teaching behavior were gathered. The investigator also examined changes in the approaches of participants' students to reading tasks by interviewing a sample of their students before and after the course.

The t-test of statistical significance, applied to participants' pre- and post-scores on the attitude inventory, process survey, knowledge test, and checklist revealed that participants had experienced significant changes in attitudes, knowledge, and teaching behavior. The Chi-square test of significance showed no relationship between participants' years of teaching experience, level taught, highest level of education completed, prior reading course work, and subjects taught with their changes in attitude, knowledge, and behavior. No substantial differences in the reading strategies of participants' students were noted in the pre- and post-interviews.

It was concluded that an inservice course can be effective in changing secondary teachers' attitudes, knowledge, and behavior concerning the incorporation of reading strategies into their classes. It is not so clear that such a course can produce changes in students' approaches to reading tasks, although a wider variety of means to evaluate such changes needs to be used. The psycholinguistically-based "process" view of reading appears to hold promise for not only convincing content-area teachers of their responsibility for reading instruction, but also for providing the basis for that instruction. It was recommended that inservice courses might be more effective if they were followed up by individual consulting. Alternative means of evaluating both teacher and student change as a result of inservice education need to be developed.

THE TRANSITION FROM STUDENT OF READING METHODS TO TEACHER OF READING IN THE STUDENT TEACHING PRACTICUM: FIVE CASE STUDIES

Order No. 7913388

BLAIR, Nancy Stanford, Ph.D. University of Illinois at Urbana-Champaign, 1978. 193pp.

The purpose of this study was to compare pre-service teachers' commitments to teaching method--particularly as based on the content of their reading methods course--and the teaching practices adopted by them during their student teaching practicum. This study also attempted to determine what accounted for any similarities and differences identified.

The literature reviewed indicated that many alternatives to traditional methods courses in reading exist; however, there is a paucity of research that would indicate a rationale for these alternative approaches. Nor is there any research that would predict differential long-term effectiveness of these alternate programs. Research on changes in pre-service teacher beliefs, values and teaching practices during the student teaching practicum was summarized. Conceptual frameworks that attempt to explain these changes in pre-service teachers were presented.

This study attempted to provide a rationale for alternate approaches to reading methods courses by taking into account the reading methods course experience for pre-service teachers and how that experience relates to the changes that occur in student teachers during the student teaching practicum.

Five pre-service teachers were selected for study. The students were selected on the basis of willingness to participate and a practicum assignment that allowed for frequent observations. Case studies of these five students were developed on the basis of the following data:

1. Observation of the reading methods course.
2. Pre- and post-student teaching interviews with the cooperating teachers, university supervisors, and pre-service teachers.
3. Observations of the student teachers teaching reading; and follow-up interviews with the student teachers after the observations.
4. Student logs describing their teaching practices in reading.
5. Final interviews with the cooperating teachers, university supervisors and student teacher that offered an opportunity to negotiate written summaries of the above data.
6. Questionnaires completed by the student teachers.

It was concluded that the reading methods course had a short term effect on the ways these students thought about and intended to go about teaching reading. The conditions in the practicum classroom were so overwhelming that the students quickly changed many of their beliefs, values and teaching practices related to reading instruction. The reality of the classroom overpowered the initial impact of the reading methods course. The students developed new needs for information during the practicum. The only apparent avenue of help for satisfying those needs was through the cooperating teachers, whose teaching practices were often different from those advocated in the reading methods course. Consequently, student teachers often made instructional decisions reactively rather than actively.

Two implications for teacher education were considered. The first implication was that instruction in reading methods should be individualized, based on an identification of teacher readiness for different types of instruction. It should also be a continuous process that begins before student teaching, continues through the practicum and extends beyond the practicum into inservice teaching. The end product of such a program, would presumably be teachers who have a sound basis for instructional decision making. The second implication was that cooperating teachers should be carefully selected on the basis of their teaching practices that complement and extend the university's teachings and that cooperating teachers should be trained in supervision techniques.

Further case study research that explores the pre- and inservice teacher's experience in becoming a teacher of reading was recommended.

THE EFFECTS OF AN INSERVICE READING INSTRUCTION PROGRAM ON TEACHERS' PERCEPTIONS OF THEIR PRINCIPALS' COMPETENCIES IN FACILITATING A READING PROGRAM Order No. 7901150

CHAMBERLAIN, Mary McKee, Ed.D. University of Virginia, 1977. 196pp. Major Adviser: Dr. Charles W. Beegle

The purpose of the study was to determine the effects of an inservice reading instruction program, designed for principals, upon teachers' perceptions of their principals' competencies in facilitating a reading program. The direction of the study was established by the following question: If principals learned and used the needed evaluative and supervisory skills as cited by Otto and Erickson,[1] would teachers perceive principals to be more competent in reading instruction than they had perceived them to be prior to the inservice reading instruction program? A summary of the goals are cited by Otto and Erickson follows:

1. The principal seeks to increase his understanding of reading.
2. The principal initiates action to improve the reading program when it is necessary.
3. The principal plans for productive inservice programming to improve reading instruction.
4. The principal takes an active part in the reading program and is willing to change his administrative/supervisory behavior if it is necessary.
5. The principal involves teachers in the selection of reading materials and methods but also uses his own expertise in making decisions concerning them.[2]

The research design included: (a) an experimental group and a comparison group of elementary and middle school teachers; (b) pretest and posttest assessment of teachers' perceptions of their principals' competencies in the area of reading instruction; (c) an intervention treatment which consisted of an inservice reading instruction program for principals of the experimental group of teachers; (d) three appraisal instruments which included an attitude scale, semantic differential scale, and a biographical data questionnaire; (e) the independent t test, correlated t test, and Pearson product-moment correlations statistical tests at the .05 level of significance; and (f) a time limit of eight months for the study.

One null hypothesis was formulated to answer the problem question. Gain scores were compared for the experimental group and the comparison group. In addition to testing the null hypothesis, the following tests were performed: (a) gain scores were determined for the individual schools; (b) pretest and posttest raw scores for the experimental group and comparison group were analyzed; (c) pretest and posttest raw scores for the individual schools were analyzed; (d) the low third (positive reactions) and high third (negative reactions) of the experimental group, comparison group, and total group were analyzed to determine gain score achievement; (e) the low third (positive reactions) and the high third (negative reactions) of the experimental group, comparison group, and total group were analyzed to determine whether or not there was a relationship between gain score achievement and a teacher's like or dislike for a principal; and (f) biographical variables and gain scores were analyzed to determine whether or not there was a relationship.

Findings of the study included: (a) a significant mean difference between gain scores for the experimental group and the comparison group although a significant difference was attributed to only three schools of nine in the experimental group; (b) a significant mean difference between gain scores for the experimental group when the low third (positive reaction) and high third (negative reactions) of the groups were analyzed; (c) a significant relationship between gain score achievement and teachers' like or dislike for the principals, as measured by the semantic differential scale at the time of the posttest, for the experimental group; and (d) a significant relationship between gain score achievement and only one biographical variable (school organization) in only one group which was the total group.

The following conclusions were made in the study:

1. For the experimental group, teachers' perceptions of the principals' competencies in the area of reading instruction changed; however, there was difficulty determining to what extent the inservice reading instruction program was responsible for the change between "regression toward mediocrity"[3] must be considered when searching for conclusive evidence.
2. It appeared that the teachers in the experimental group who perceived the principals positively had greater gain scores than did the teachers who viewed the principals negatively, at the time of the posttest.
3. Because there was only one significant relationship (school organization) in only one group (total) of eight biographical variables and three groups, it was concluded that only one of the eight biographical variables (school organization) was significant in this study.

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[1] Wayne Otto and Lawrence Erickson, Inservice Education to Improve Reading Instruction, Reading Aids Series (Newark, Delaware: International Reading Association, 1973), pp. 19–20.

[2] Otto and Erickson, pp. 19–20.

[3] Fred N. Kerlinger, Foundations of Behavioral Research, 2nd edition (New York: Holt, Rinehart and Winston, 1973), p. 605.

STUDENT TEACHERS' ASSESSMENT OF AND PRESCRIPTION FOR SECONDARY PUPILS' READING LEVELS Order No. 7900557

EL LAISSI, Bobbie Ruth Semple, Ph.D. The University of Texas at Austin, 1978. 113pp. Supervisors: Thomas D. Horn, Walter J. Lamberg

If preteaching training is to be effective, then such training of preservice teachers must show transfer into the classroom when the teaching role is assumed. One area of transfer that has been investigated in this study is the appropriate placement of secondary school learners at the independent, instructional, and frustrational reading levels with subject content materials of corresponding readability difficulty levels.

The major purpose of this study was to ascertain whether student teachers who have been exposed (during training prior to student teaching) to appropriate reading placement strategies actually use them in the classroom. A two-group, stratified random subjects, posttest-only design was used to explore the hypothesis that student teachers who have been exposed to appropriate reading placement strategies will place their pupils appropriately on daily assignments significantly more often than student teachers who have not been exposed to the strategies.

A control group and an experimental group were presented a training module consisting of information on: (1) brief reading passages with literal comprehension questions; (2) a readability formula; and (3) reading procedures (a directed reading activity, a SQ3R, following the text visually while listening to it being read, and reading material that has been summarized). In addition, the experimental group was presented with appropriate reading placement strategies to use in providing for the appropriate placement of pupils at their own reading levels (as indicated by the pupils' scores on the reading passages) with the content materials they were assigned to read (as indicated by the readability formula).

An analysis of the data did not result in rejection at the .05 level of the null hypothesis that there would be no difference between the experimental and control group in the appropriate matching of their pupils with reading material, indicating that the training for strategies did not transfer into the classroom. It is recommended that the training of preservice teachers continue to include diagnosis and prescription and that, additionally, the training itself involve working with secondary school pupils. It is also recommended that the student teachers receive specific guidance in implementing the training during their first and continuing opportunities to teach a small group or a whole class.

ASSESSING TEACHER PERFORMANCE IN AN ADULT BASIC EDUCATION PROGRAMME IN JAMAICA

ELLISTON, Inez Naomi, Ph.D. University of Toronto (Canada), 1976

This study was concerned with: (a) the application of a theory of adult learning to the delineation of a model of teacher behaviours which were considered as requisite to effective performance for teachers of adults in basic education programmes; and (b) the identification of those factors, personal and situational, which may be associated with effective performance.

The National Literacy Programme of Jamaica, as one example of a national adult basic education programme, provided the focus for this investigation. Launched in 1972, the Programme has as its aim raising the literacy level of the more than 25 per cent of population who are illiterate. To realize this objective it was estimated that 45,000–50,000 volunteer teachers would be needed over a five-year period. The conceptualization of the Programme is predicated on the notion that the function of the teacher is central to the teaching of literacy skills. Assumed variations in the preparation, experience and attitudinal dispositions of the volunteers indicated an urgent need to provide the type of training which would ensure some uniformity and a certain level of functioning among these teachers.

This study examined in the context of the performance of specific teaching tasks, four dimensions of teacher behaviours: knowledge, skills, attitudes, and value orientation, which were considered relevant to the teaching of adults in an adult basic education programme. The purpose of the investigation was to provide a description of the teachers and to examine what the teachers were doing in the context of the teaching-learning situation.

The homogeneity of the scales used in the assessment of performance and value orientation was determined by optimal scaling techniques. The internal consistency of measures of attitudes, perception of role performance and selected situational variables were determined by correlation analysis. The analysis of the data included computing an index of teacher performance on each of the four components of behaviours on which the teachers were assessed, namely:

1. Knowledge (of subject matter, teaching methods and student needs).
2. Skills (in classroom management and instruction).
3. Attitudes (positive attitudes to learning and to the adult as learner).
4. Values (oriented to education and to adults as learners).

The analysis of the results suggests that factors which differentiate high and low performers were: socio-economic characteristics: education, income and employment status (full or part-time employment in contrast to being unemployed); professional characteristics: training and experience as teachers; situational variables: adequate physical facilities, equipment, organization and innovations in instructional practices (singing, using instructional materials). Training received in the National Literacy Programme and experience teaching adults were not influential factors in differentiating between high and low performing teachers. High value for education and for adults as learners were found to be a general factor by which this sample of Volunteer Teachers was characterized.

The results confirm the view that teaching is a professional act which requires that effective teachers must possess an acceptable level of knowledge and skills as well as positive attitudes. Also, the adequacy of the learning conditions, as defined by both the presence of a certain minimum set of physical facilities and the ability of the teachers to use creatively what is available, as a condition of learning facilitation has been supported.

THE EFFECT OF INSERVICE TRAINING ON TEACHER KNOWLEDGE, ATTITUDE, AND BEHAVIOR, AND ON STUDENT ACHIEVEMENT IN READING Order No. 7814972

FREDERICKS, Robert Francis, Ed.D. Hofstra University, 1978. 224pp.

This study attempted to provide additional research on inservice training and its effect on the presage, process, and product variables of teacher knowledge, attitude and behaviors, and student achievement in reading. The major purposes of the study were (1) to investigate the effect of inservice education on secondary teachers of reading in a uniform setting, (2) to describe teacher behaviors in secondary reading classes conforming to Title I guidelines for an individualized, diagnostic-prescriptive, skill-centered laboratory approach, and (3) to study the relationship of certain teacher characteristics and behaviors to student achievement in reading by comparing the upper quartile of teachers in this study in terms of student achievement with the lower quartile of teachers.

To achieve these goals, an inservice course was given to twenty teachers who were matched with twenty other teachers on the basis of initial teacher knowledge of reading, attitude, graduate credits in reading, and years teaching reading. Each teacher taught in Title I reading programs in New York City. Pretests and posttests of knowledge and attitude were administered, classroom observations of two sessions totaling 300 observational recordings for each teacher were made, and the results of pre- and post-reading achievement tests of the students were collected. The raw data were analyzed using t-tests and analysis of variance, and these provided the findings and conclusions of the study. The analyzed data were used to test two null hypotheses clusters and to provide descriptions of classroom teacher behaviors.

In testing the first hypotheses cluster, a significant relationship was shown to exist between the inservice course and (1) gain in teacher knowledge of reading and (2) certain teacher behaviors, specifically the amount of classroom time spent on non-reading instruction and extraneous activities. No significant relationship was found between the inservice course and (1) teacher attitude scores, (2) other teacher behaviors, and (3) student achievement in reading.

In testing the second hypotheses cluster comparing the upper quartile of all teachers in the study in terms of student achievement gain with the lower quartile of all teachers, no significant relationship was found between student achievement gain and (1) teacher knowledge of reading, (2) teacher attitude scores, (3) graduate credits in reading, (4) years teaching reading, (5) number of students, and (6) any of the categories of teacher behaviors.

The upper quartile teachers, or most effective in terms of student achievement gain, when compared to the lower quartile, demonstrated the following teacher behaviors:

1. The most effective teachers allowed more student talk, had more machine activity, allowed longer periods of classroom silence, and spent more time on direct reading instruction; and
2. The most effective teachers spent less time talking, listening to other adult talk, on non-reading instruction, on management instruction, in positive or negative feedback, and in extraneous activity.

In describing the behaviors of the average teacher in the study, the behaviors are drawn from the mode and content categories of a modified version of the Teacher Observation Scale--Reading. In the mode categories, the average teacher spent 53 percent of his/her time in teacher talk, 1 percent on other adult talk, 25 percent on student talk, 0 percent on machines, and 21 percent without talk. In the content categories, the average teacher spent 54 percent of his/her time on reading instruction, 2 percent on non-reading instruction, 28 percent on management instruction, 3 percent on positive feedback, 1 percent on negative feedback, and 12 percent on extraneous activities.

The major implications of this study were that inservice education can affect teacher knowledge and some teacher behaviors; that teacher behaviors can be observed, categorized, and analyzed; and that the relationship between student achievement gains and teacher characteristics and behaviors is not simple or direct.

A COMPREHENSIVE SURVEY OF THE STATUS OF THE ENGLISH METHODS COURSE IN NEW ENGLAND COLLEGES AND UNIVERSITIES

Order No. 7819737

GANTER, Kurt Karl, Ed.D. Boston University School of Education, 1978. 182pp. Major Adviser: Thomas G. Devine

The purposes of this study were to collect and analyze as much data as possible, since none had previously been available, on the nature of the English methods course; to appraise, on the basis of materials and questionnaire responses received, the methods program used in the New England area; to consider the findings of the survey in light of national professional guidelines such as those proposed by the National Council of Teachers of English; and to offer recommendations to both methods instructors and to English and Education department heads to make the course more effective.

The survey was conducted by means of a questionnaire consisting of four sections: (1) placement and prerequisites of the course; (2) enrollment; (3) content of the methods course; and (4) backgrounds of the methods teacher. All sections, with the exception of the section on enrollment, contained open-ended questions as well as short-answer or check-type questions. The questionnaire was mailed to the English methods instructor in each college and university which offers the course, and of the 94 methods instructors in New England, the questionnaire was received from 58 instructors--a return of about 62%. Analysis included data on 153 variables (or 523 variables if you count each separate calculation).

The major findings of the study were: (1) Only 52.6% of the approved teacher-education institutions in New England offer a separate course in English methods. In addition, not all (93.1%) of the reporting institutions require the methods course of pre-teaching majors; (2) there is little uniformity of content in the methods course with methods teachers drawing course materials from journals, methods textbooks, professional magazines and newspapers. Organization and the selection of material is highly individualistic, expressing the personal value scheme of the instructor; (3) less than one-third of the institutions require pre-teaching majors to take Adolescent Literature before the methods course. Only one in five require World Literature. Most of the institutions not requiring these courses do not offer them; (4) methods class enrollment has dropped in 1977-78 to approximately one-third of the enrollment in 1971-72. During the 1976-77 year, women outnumbered men by a 2-1 margin; (5) the methods course teacher most likely requires students to construct teaching units, lesson plans and tests rather than write research papers. Uncertainty still exists about the role of oral skills, developmental reading, and library skills in the methods class; (6) most methods teachers would like more contact with beginning teachers, more student demonstration teaching during the course, more time for follow-up on student's performance, and more time to observe secondary English classes. In general, methods teachers would like closer contacts with the secondary classroom environment and with their own teaching graduates; and (7) most methods teachers see English as a "process-centered" field rather than as a "content-centered" field.

A series of seven recommendations was made which specified course prerequisites, course placement, course duration, and a working relationship between the English and Education departments affecting course staffing and budgeting.

THE EFFECT OF DIFFERENT INSERVICE TREATMENTS ON THE READING GAINS OF PRIMARY CHILDREN: A STUDY IN COST EFFECTIVENESS

GARMSTON, Robert John, Ed.D. University of Southern California, 1979. Chairman: Professor Marvin Nottingham

Problem. Equal Opportunity in the Classroom (EOC) has demonstrated statistically significant gains in reading achievement. Presented in its parts, can EOC deliver sufficient gain, at less cost, to be worth the expenditure for schools not able, or not willing, to fund the full training? This study sought cost effectiveness data to answer this question.

Methodology. An experimental design was used to compare training costs and reading gains of 241 students perceived by teachers to be high or low achievers. Seven primary teachers were trained in EOC through observations, eight through workshops, six through both workshops and observations, and eight teachers received no training. Analysis of variance, chi-square and costs-gains ratios were employed in analyzing reading gain on the Stanford Achievement Test.

Selected Findings. (1) No significant differences were found for either high or low achieving students in mean pretest to posttest reading gain scores between treatment and control groups. (2) Significant differences between first grade treatment and control posttest scores were found for both perceived low achievers and for the combined lows and highs. This can be partially attributed to differences among treatment group pretest scores. (3) No significant posttest score differences were found for second or third graders. (4) At first and second grade treatment groups had significantly higher percentages of students making significant gains than control groups. (5) Observation groups had significantly higher percentage of students making significant gains than workshop groups. (6) Single treatment groups had significantly higher percentages of students making significant gains than dual treatment groups. (7) Per teacher training costs were $273.83 for the dual treatment group, $132.50 for the workshop group, and $82.50 for the observation group. (8) Mean scaled score reading gains were 12.92 for the dual treatment group, 15.68 for the workshop group, 14.96 for the observation group, and 14.98 for the control group. (9) Of the treatment groups, the observation group was the most cost effective but its mean gain was less than the mean control group gain. (10) In general, first grade students made greater gain than second or third grade students.

Conclusions. (1) Using the criterion of mean reading gain, none of the treatment groups was superior to the control group. (2) Using the criterion of differences in posttest scores, none of the treatment groups was superior to the control group. (3) Using the criterion of producing students making significant gains, the observation component was the most effective and dual treatment was the least effective. (4) The observation component was the most cost effective training format. (5) Training costs were not justified by reading gains or posttest scores. The control group was the most cost effective. (6) Training costs were justified for the observation component on the criterion of producing students making significant gains.

Recommendations. (1) Further research be conducted exploring relationships between inservice training, student achievement, and costs. (2) This study be replicated, incorporating the following design alterations: (a) Place an equal number of children representing each grade level within each program group to equalize the effect of first grade students making greater gains. (b) Conduct workshop training after school to reduce training costs and the possible negative effect of substitute teacher usage on program benefits. (c) Select populations in which EOC training can be the single or major inservice intervention. (3) The observation component be selected as an inservice strategy for schools wishing to provide EOC training to elementary teachers.

THE RELATIONSHIP OF TRAINING IN CLIENT-CENTERED CONSULTATION SKILLS TO READING CONSULTANTS' ABILITY TO EFFECT CHANGE

Order No. 7911373

GOTOWALA, Martin Charles, Ph.D. The University of Connecticut, 1978. 140pp.

The objective of this study was to determine the extent of influence of specialized training in client-centered consultation skills provided to reading consultants on the district's reading program as indicated by the amount of change evidenced in the reading program over a specified period of time. The study analyzed the extent of influence of specialized training in client-centered consultation skills on the amount of change evidenced in the school district's reading program.

An experimental field study was conducted involving reading consultants functioning as resource people in the public schools in Connecticut. Of a volunteer sample of 41 school districts (reading consultants), 24 were selected randomly for the study. The reading consultants from the 24 districts (one from each district) were then randomly divided into two groups of 12 consultants each. The treatment (specialized training) was ran-

domly assigned to one of the two groups. The treatment group received specialized training in six client-centered consultation skill areas: (1) conflict resolution skills; (2) goal-setting skills; (3) influence and entry skills; (4) listening and communication skills; (5) managing meeting skills; and (6) problem-solving skills.

Following the training of the consultants in the experimental group, each of the 24 consultants assessed the reading program in his/her school district by having the professional staff members in each of the participating districts respond to an assessment instrument. The instrument used for the assessment was the Needs Assessment Instrument (Gotowala & Niles, 1974), which was developed to measure the amount of change in reading programs for the study. The preassessment of each district's reading program was conducted during the initial part of the school year. The postassessment, using the same instrument, was conducted at the conclusion of the school year. The study spanned one school calendar year.

Analysis of the data was provided by a Type I repeated measures analysis of variance. The Type I repeated measures ANOVA evaluated the between-subjects main effect factor (the two comparison groups); the within-subjects main effect factor (the two repeated observations); and the interaction between the two main effects. The between-subjects main effect was not found to be significant at the .05 level ($F = .0018$), indicating that the two comparison groups were not significantly different, when averaging pre- and postassessment scores. The main effect of the within-subjects factor, however, was found to be significant at the .01 level ($F = 28.4667$). This indicated that the change did occur in the reading programs of both the experimental and control consultants' districts across the two repeated measures (pre- and postassessment). The interaction of the two main effects (AB), which was used to determine if the treatment had any effect on the amount of change evidenced in the two groups, was found to be nonsignificant at the .05 level ($F = .1904$). This is, specialized training in client-centered consultation skills did not significantly affect the amount of change evidenced in the school district's reading program.

It has been demonstrated that the treatment, specialized training in client-centered consultation skills, had no apparent influence on the amount of change evidenced in the school district's reading program. The study focused on the approach to consulting employed by reading consultants because there appeared to be a relationship between their ability to function as resource people and their potential for effecting change in reading programs. Given the amount of training provided to the consultants and the duration of the study, however, it must be concluded that the assumed relationship is highly questionable on the basis of the present research evidence.

The results of the study indicated that further research regarding the relationship of the approach to consulting used by reading consultants and their ability to effect change is required.

INSTRUCTIONAL TELEVISION IN THE TEACHER EDUCATION COURSE: EDRD 514 (TEACHING READING IN THE ELEMENTARY SCHOOLS): EFFECT ON STUDENT ATTITUDES AND RELATIONSHIP TO PROFESSIONAL ATTITUDES

Order No. 7816503

GREEN, Verna McCallister, Ph.D. University of South Carolina, 1978. 176pp.

The purpose of this study was to investigate course attitude and reading attitude in a beginning reading education course, Teaching Reading in the Elementary Schools, taught by closed-circuit television, taught by video-cassette, and taught by conventional instruction. In addition, the study explored the relationship between educational attitude and instructional television attitude and explored the relationship between course attitude and instructional television attitude.

One hundred twenty-six students at the University of South Carolina comprised the sample. All Ss were enrolled in Education 514 (Teaching Reading in the Elementary Schools) for the Fall semester of the 1976-77 school year. Four measures were taken for each subject: (1) a pretest course attitude score, (2) a posttest course attitude score, (3) a pretest reading attitude score, and (4) a posttest reading attitude score. In addition, four measures were completed by the closed-circuit television instruction group: (1) a pretest educational attitude score, (2) a posttest educational attitude score, (3) a pretest instructional television attitude score, and (4) a posttest instructional attitude score. The instruments used in the collection of data were the Course Questionnaire, Kerlinger Educational Scale VII, Short Form, and Student Attitude Toward Instructional Television.

Data for each group was statistically analyzed with analysis of variance, Pearson correlation, and Duncan Multiple Range Procedures. The results showed significant mean differences among the three groups ($p < .05$) with the video-cassette instruction group showing the most increase in course attitude scores between pretest and posttest. The three groups remained fairly stable in their positive attitude toward reading. Results of H_3 indicated mixed findings; pretest results showed no significant positive relationship between attitude toward "progressivism"/"traditionalism" and attitude toward instructional television was found; however, posttest results showed a significant positive relationship between "progressivism" and attitude toward instructional television. Correlations of attitude toward the course and attitude toward instructional television (pretest and posttest scores) indicated a significant negative relationship.

The investigator concluded that video-cassette instruction was the most effective in producing a favorable course attitude toward reading. By the end of the course, students who were "progressive" in their educational attitude were more favorable toward instructional television. If students were unfavorable toward the course, they were favorable toward instructional television and vice versa.

The major implication of this research was that a moderate approach to teacher education is recommended; an approach which combines the best features of the closed-circuit television approach with the best features of the conventional approach.

A STUDY OF ENGLISH METHODS COURSES IN SELECTED MIDWESTERN COLLEGES

Order No. 7903273

GRUNSKA, Gerald Paul, Ph.D. Northwestern University, 1978. 393pp.

This study was conducted through a survey of instructors of English methods courses in nineteen Midwestern colleges. The survey was conducted in 1973. The purpose was to compare patterns of instruction so that conclusions could be drawn about trends in content and emphases of instruction. Attempts were also made to determine influences on instructional practices.

The survey instrument featured sixteen questions designed to reveal the teaching practices of a given course. One aim of the study was to tally those items which could be measured, such as number of papers assigned, number of lectures given, and number of hours the course met. Another purpose was to categorize which kinds of papers were required, what techniques were demonstrated, and the like. The final questionnaire item featured fifty-one possible emphases of English instruction, and the respondents were to indicate the degree of their own commitment to these emphases.

The survey assessment proceeds in three stages. First, the responses were tallied according to each questionnaire item and judgments were made about the comparative results (Chapter II). These results show general practices and trends. Second, the books which were used as texts in each course were reviewed and categorized (Chapter III). Third, each course was given a ranking according to criteria drawn from survey results and criteria drawn from the Basic Issues Conference of 1958 and the Dartmouth Seminar of 1966 (Chapter IV). This ranking resulted from a course profile which used the combined survey results as a somewhat objective measure (Chapter II) and the textbook reviews as a subjective measure. Criteria for the rankings are spelled out in the chapter which ranks course profiles (IV).

Some of the writer's own biases were present in the criteria used for ranking courses. That is, the writer favors those practices which treat the subject of English as a process of communication rather than as a static body of knowledge to be taught and absorbed. Therefore, those courses which featured student involvement, extensive media use, and "real life"

language problems received a more favored ranking than those which featured rote memorization and teacher lectures. These preferred criteria reflect the recommendations of educators at the 1966 Dartmouth Seminar.

Thus, the study revealed that most methods instructors did promote problem-solving language activities, and few relied upon esoteric analyses. Most instructors designed student interaction strategies where effective communicating was an end result of a class simulation, whereas only a few instructors used a teacher-centered information-delivery format. In other words, just a small sample of the courses surveyed depended upon the customary practice of college courses, the formal lecture. More than four-fifths of the respondents demonstrated a learn-by-doing concept of methods course instruction. The predominant emphases in class techniques, therefore, were on student learning as opposed to teacher teaching.

THE IDENTIFICATION OF CRITICAL COMPONENTS IN A STAFF DEVELOPMENT PROGRAM BASED ON THE 1976 RECOMMENDATIONS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH Order No. 7816795

HUFFMAN, Henry Arthur, Ed.D. University of Pittsburgh, 1978. 144pp.

The problem of this study was to identify the critical components in a staff development program based on the 1976 National Council of Teachers of English paper "A Statement on the Preparation of Teachers of English."

The research design provided four major sources of data. First, interviews were conducted with thirteen educators from southwestern Pennsylvania who had planned, implemented, and evaluated staff development programs. The interviewees were asked to describe the programs with which they had been affiliated and to identify the critical components in those programs. Second, the literature treating inservice education, staff development, and supervision was searched extensively. Third, the researcher interviewed teachers and administrators who participated in a summer staff development program conducted in eastern Pennsylvania. Fourth, the researcher conducted a staff development program based on the NCTE recommendations with volunteers from the English department he chaired at the time of this study. After the volunteers had completed a questionnaire that was based on the qualifications in the NCTE paper, they had individual planning conferences with the researcher to review their responses to the questionnaire and to use those responses to select one qualification as the focus of their professional growth plan (PGP). The PGP specified the qualifications to be developed (goal), the specific objectives to be achieved, the skills and concepts required to achieve the objectives, the strategies for achieving the objectives, the resources required, assessment techniques, and final outcomes. Regular conferences with the teacher were a major element in the program. The diagnostic paradigm of supervision was the conceptual framework for these conferences. The major components of the paradigm are recognition of need, statement of a problem, agreement on objectives, and assessment of attitudes, skills and concepts.

The four sources yielded similar data. Inservice education was generally viewed as being of little value to teachers because (1) it was planned for them, not with them; (2) it did not respond to teachers' classroom needs; and (3) it was usually a one-day activity with little or no follow-up support. Staff development appears to be supplanting inservice education as the term used to identify activities designed to promote teachers' growth. The former term appears to connote on-going activities with long-range goals that are planned with teachers.

The researcher identified three components at a high level of abstraction and generalization that he viewed as critical in a program of staff development based on the 1976 recommendations of the National Council of Teachers of English. 1. Staff developers and teachers must reach agreement on goals and objectives that meet the needs of individual teachers. 2. Appropriate strategies must be developed for achieving the goals and objectives of the program. 3. The program's outcomes must be evaluated.

Each component has a concomitant set of questions that local staff developers must answer in order to determine the concrete nature of the components for their school districts.

The following questions are offered as possible areas of future investigation: 1. What role should the NCTE play in helping teachers to develop the qualifications described in the organization's 1976 paper? 2. What formative and summative evaluation techniques can be developed for assessing the outcomes of staff development programs, especially as outcomes relate to student learning? 3. What can agencies outside the local school district, including private enterprise, contribute to the staff development process? 4. In the diagnostic paradigm of supervision, what strategies can be developed to effect changes in the stages of teacher readiness?

THE USE OF COMPETENCY-BASED INSTRUCTIONAL MATERIALS WITH INNER CITY HIGH SCHOOL TEACHERS TO IMPROVE TEACHER EFFECTIVENESS IN LANGUAGE DEVELOPMENT Order No. 7909568

HYDE, Florida Catchings, Ph.D. United States International University, 1977. 146pp. Chairperson: Dr. Vernon E. Anderson

THE PROBLEM. The problem of the study was to evaluate an in-service training program in language development for secondary school teachers of compensatory education through the use of competency-based instructional materials. The main objectives of the study were to determine whether participating in an in-service training program involving teachers and paraprofessionals resulted in improved learning of skills and techniques in an individualized program in language development as perceived by the participants, (2) improved teacher's classroom performance, and (3) increased student achievement.

METHOD. All data were secured from three instruments: the language questionnaire and the teacher observation checklist, which were analyzed by using Fisher's Exact Probability Test; the Comprehensive Tests of Basic Skills, Form C_3, which was analyzed by using the t-test. Subject groups were formed on the basis of employment as a reading/language teacher or paraprofessional in the compensatory education program of the Los Angeles Unified School District. This included seven teachers, eighteen paraprofessionals, and approximately 200 students. The students with scores below Quartile 2 on the CTBS in reading and mathematics were the identified subjects of the teachers participating in the study.

THE FINDINGS. The results of all twenty-five items on the language questionnaire were found to have no significant difference between experimental and control teachers and paraprofessionals. There was no difference at perceived understanding only, but there was a definite difference on performance. Eighteen of the thirty items on the teacher observation checklist had a significant difference. Fourteen of the eighteen items under instruction, which is classroom performance, had a significant difference. At the .05 level there was a significant difference between experimental and control teachers and paraprofessionals in terms of using current information on each student's skills; systematically prescribing materials; up-dating student prescriptions periodically; individualizing in a one-to-one situation, individual task situation and a group interaction situation; giving individual assistance, using favorable comments, providing opportunities for self-direction, self appraisal, decision-making, and selecting materials independently; effectively utilizing paraprofessionals, teaching strategies, and curriculum materials; using nonverbal behavior and a variety of materials and equipment; and assisting students in solving problems. Participation by teachers and paraprofessionals in the in-service training program did make a difference with students. There was a significant difference at the .05 level. The findings showed that experimental teachers and paraprofessionals demonstrated superior classroom performance in these four areas over control teachers and paraprofessionals: charting profiles, prescribing, instructing, and evaluating. From the results five main conclusions were drawn. (1) The performance of the classroom teacher can improve relative to skills and techniques as a result of an in-service

training program. (2) Teachers and paraprofessionals perform differently in the classroom after they have experienced this kind of in-service training demonstrating such capabilities as: (a) individualizing instruction, (b) utilizing new curriculum material, (3) applying teaching strategies, (d) advising students, and (e) understanding content. (3) As a result of effected change in teachers, students are likely to show a higher gain in the basic skills. (4) Teachers' perception of how they perform in the classroom is not always the same as their demonstrated performance. (5) In-service training presented in this manner is an important element for a successful outcome.

TEACHER PERCEPTIONS OF READING-RELATED PROBLEMS AND THE EFFECT OF INSERVICE EDUCATION IN CHANGING TEACHER CLASSROOM BEHAVIOR
Order No. 7903506

JARVIS, Madelyn McKenna, Ph.D. Bowling Green State University, 1978. 139pp.

The descriptive part of this study investigated differences in perception of problems relating to reading of 299 Huron County, Ohio, teachers as measured by the "Teacher Problem Checklist: Reading," developed by Donald R. Cruickshank and Betty Myers, when grouped according to (1) grade level taught, (2) number of years of teaching experience, and (3) number of reading methods courses completed.

The experimental part of the study investigated positive changes in perceptions of problems related to reading of teachers in Monroeville Elementary School as measured by the "Teacher Problem Checklist: Reading," after a period of in-service education in the method of teaching reading developed by the Exemplary Center for Reading Instruction, and correlation between the use of techniques learned in the inservice program and teachers' satisfaction with the conduct and content of the program.

The "Teacher Problem Checklist: Reading" was administered to 299 teachers in Huron County, Ohio, between May and September, 1977. Analysis of variance procedures were used to test hypotheses of no significant difference in problem perceptions of frequency and bothersomeness of teachers when grouped according to grade level taught, years of experience, and reading methods courses completed.

When the teachers were grouped according to grade level taught, differences were identified between groups on the frequency of problems related to Materials and the bothersomeness of problems related to Materials and Time.

When grouped according to years of experience, differences were found between groups on bothersomeness factors related to Professional Worth and Materials.

When grouped according to the number of reading methods courses completed, differences were identified between groups on the frequency factor of Oral Reading and the Bothersomeness factors of Professional Worth and Oral Reading.

Scheffe tests were applied in all instances where significant differences were found to determine exact sources of differences.

T tests were used to test the hypothesis of no difference in the perception of Monroeville Elementary teachers of reading-related problems before and after inservice in the E. C. R. I. method of teaching reading. Differences significant beyond the .005 level were indicated for both the frequency and bothersomeness of problems.

An insignificant correlation was found between teachers' fidelity in their classrooms to techniques learned through in-service and their satisfaction with the performance of the persons conducting the inservice program, but a correlation significant beyond the .01 level was found between teachers' fidelity in their classrooms to techniques learned through inservice education and their perceptions of the utility of the components of the inservice program in helping them teach more effectively.

Conclusions of the study were:

1. Teachers of special subjects (L. D., E. M. R., remedial reading, art, music, physical education, and librarians), perceive a significantly lower frequency of problems related to materials than secondary teachers do.
2. Beginning teachers perceived reading-related problems in the area of Professional Worth as significantly more bothersome than did teachers with ten or more years of experience.
3. Problems related to time were the most frequent and bothersome among the 299 teachers surveyed. Many research reports also identified time-related problems as high ranking. Planners of inservice programs should give high priority to the development of programs designed to help teachers utilize time more effectively.
4. Positive changes in teachers' perceptions of the frequency and bothersomeness of reading-related problems significant beyond the .0005 level occurred as a result of a long range inservice program based on a needs assessment of teachers' problems.
5. Teachers' satisfaction with the utility of the content of the inservice program in helping them improve the teaching of reading in their classrooms correlated significantly with their application of the components of the inservice program in their classrooms.

A DESCRIPTIVE ANALYSIS OF TEACHERS' CONCEPTIONS OF READING USING A VARIATION OF THE KELLY ROLE CONCEPT REPERTORY TEST Order No. 7815134

JOHNSTON, Michelle Heppler, Ph.D. Michigan State University, 1978. 184pp.

Previous research on reading methodology indicated that the most important variable in instructional effectiveness was the teacher rather than the method or material. Yet, the unanswered question continued to be: "What made the teacher effective?" Some researchers pointed to teachers' conceptions of teaching, content, and pupils as the crucial variable in instructional effectiveness. Therefore, the purpose of the study was to identify teachers' conceptions of reading.

To identify teachers' reading conceptions, the term conceptions was first defined as what the teachers said about reading and how they organized reading information during interviews. Second, a modification of George Kelly's Role Concept Repertory Test (Rep Test) was developed to be used as a nonscheduled standardized interview guide.

Following the development of the Rep Test, twenty teachers were interviewed. The interviews consisted of two components: (1) the teachers sorted and compared students according to the Rep Test procedures; and (2) the teachers responded to probing questions posed to clarify their Rep Test responses. Then, the teachers' responses were analyzed using empirical and theoretical coding schemes. The empirical coding schemes were developed from what the teachers said while the theoretical coding schemes were constructed using David E. Hunt's Behavior-Person-Environment Model and four theoretical models from Singer and Ruddell's Theoretical Models and Processes of Reading, Second Edition.

Three research questions were posed. The findings of the coding schemes were used to answer the questions and the results follow.

1. What are the ways in which teachers think about reading?

The teachers described three general ways in which they thought about reading. First, they discussed pupil differences by identifying their bases for grouping children and by describing pupils personal traits, backgrounds, and work habits. Second, they discussed instructional practices focusing on both materials and techniques. Finally, the teachers stated their beliefs about their teaching of reading, including successes and frustrations, and changes that would improve their teaching of reading.

2. In what ways can teachers' view be classified?

The teachers' views were classified in four ways: (1) descriptions of grouping practices, classroom organization, children, instructional techniques, and stated beliefs; (2) production and human orientations; (3) decision cues; and (4) the Behavior and Person components of Hunt's B-P-E model.

3. Are teachers' views similar to some codified models of reading?

More teachers reflected views of reading which were associated with the psychological and affective models but those views were discussed within practical contexts such as those associated with basal instructional strategies. The teachers may have reflected practical conceptions rather than theoretical or knowledge-based conceptions because of the nature of the Rep Test or probing questions.

Several conclusions were drawn from the findings. First, according to the definition of reading conceptions used in the study, the teachers did have such conceptions. From their descriptions of classroom practices, those conceptions appeared to influence their teaching behaviors. Second, the conceptions were personal as the teachers had individual views about what reading information was important and how they organized the information. Third, because the teachers had many conceptions about reading related to pupils, techniques, materials, and their beliefs, it was concluded that the conceptions were complex. Fourth, the conceptions were practical based on teaching goals rather than knowledge of the reading process or theory.

THE RELATIONSHIPS BETWEEN TEACHER EFFECTIVENESS, TEACHER SELF-CONCEPT, TEACHER ATTITUDE, AND TEACHER KNOWLEDGE IN TEACHING READING

Order No. 7824145

McCABE, Mary Louise Martinez, Ph.D. East Texas State University, 1978. 116pp. Adviser: Iva LaVerne Rorie

Purpose of the Study: The purpose of this study was to ascertain whether statistically significant relationships existed between subjects' self-perceptions of effectiveness in teaching reading, supervisory ratings of subjects' effectiveness in teaching reading, actual gains in their respective pupils' reading achievement, teacher knowledge of reading, teacher attitude toward pupil-teacher relationships, and teacher self-concept.

Procedure: A group of twenty-two teacher aspirants and in-service teachers enrolled in Elementary Education 400, Clinical Practicum in Reading, or Elementary Education 566, Clinical Practicum in Reading, at East Texas State University was the sample for this study. Each tutored a student from the public schools in the surrounding area who was identified as having a reading disability. Reading instruction took place at the East Texas State University Elementary Education Reading Laboratory. All subjects were administered the following: (1) a Self-Effectiveness Scale, (2) the Personal Orientation Inventory, (3) the Minnesota Teacher Attitude Inventory, and (4) the Inventory of Teacher Knowledge of Reading. Four supervisory ratings were conducted on each subject randomly during the reading instruction of his/her respective pupil. Subjects also supplied biographical data on the Personal Data Sheet. Tutored pupils were administered the Houghton-Mifflin Informal Reading Inventory and the Doren Diagnostic Test of Word Recognition Skills twice in a pretest-posttest design.

The Pearson product-moment correlation was used to determine whether significant relationships existed between the variables under examination. An alpha level of .05 was used in this study.

Findings: The analyses of the data revealed the following:

1. A statistically significant relationship was found between teacher knowledge of reading and the mean score of four supervisory observations conducted for each subject.
2. A statistically significant relationship was found between self-ratings of effectiveness in teaching reading and the mean score of four supervisory ratings for each subject.
3. A statistically significant relationship was found between self-ratings of effectiveness in teaching reading and the number of reading courses taken by subjects.
4. A statistically significant relationship was found between the subjects' scores of self-concept and their scores on teacher knowledge of reading.
5. A statistically significant relationship was found between the teacher attitude scores and the teacher knowledge of reading scores.
6. A statistically significant relationship was found between the subjects' scores of self-concept and their scores on teacher attitude.

Conclusions: On the basis of the findings of this study, the following conclusions were drawn:

1. Analysis was made of the interrelationships between the three measures of teacher effectiveness: self-ratings, supervisory ratings, and pupil gains. Supervisory ratings were found to be related to self-ratings of effectiveness. Pupil gains as an effectiveness measure for teaching reading were not related to professional judgments about effectiveness in the teaching of reading.
2. Further analysis of pupil gains supported the notion that such information is valuable regarding its use in understanding pupil status in the development of reading ability. Pupil gains over the semester proved to be significant. Those students who tested lowest on the pretest were the pupils who made greater gains in reading level growth.
3. Pupil gains in reading achievement were not found to be related to teacher self-concept, teacher attitude, or teacher knowledge of reading. Pupil gains as a measure of teacher effectiveness in reading instruction evaded linkage with factors generally accepted as being related to effectiveness in classroom instruction.
4. Supervisory observation ratings of effectiveness during reading instruction were found to be correlated with teacher knowledge scores, even though teacher knowledge of reading was not related to self-ratings or pupil gains.
5. Teacher attitude, teacher self-concept, and teacher knowledge of reading were related, which supports other findings in the literature.
6. Self-ratings of effectiveness were related to the number of courses in reading taken by the subjects, pointing possibly to an adequate teacher preparation program or possibly to the generalized feeling on the part of the subjects that their preparation would enable them to do a good job.
7. Personal characteristics--such as age, classification, size of hometown, whether subjects had observed or substituted in the classroom, and whether subjects had taught in the classroom--did not relate to teacher effectiveness in reading instruction, teacher knowledge of reading, teacher self-concept, or teacher attitude.

A PROPOSED PROGRAM OF PROFESSIONAL DEVELOPMENT FOR MIDDLE SCHOOL ENGLISH/LANGUAGE ARTS TEACHERS BASED ON A STUDY OF DESIRED COMPETENCIES EXPRESSED BY MIDDLE SCHOOL TEACHERS OF ENGLISH/LANGUAGE ARTS IN SELECTED TEXAS SCHOOLS

Order No. 7910525

McELROY, Mary Pauline, Ed.D. University of Houston, 1978. 134pp. Chairperson: Dr. Zenobia B. Verner

The purpose of the study was to collect and analyse data from a stratified sample of randomly selected teachers in Texas regarding fifteen competencies for teaching English/language arts to middle school students and to propose a program of professional development based on the analysis of the collected data. The study addressed three research questions.

Among Texas middle school teachers of English/language arts

1. What degree of agreement exists regarding each of the fifteen competencies derived from the professional literature?
2. What relative need for further development is placed on each of the fifteen competencies?
3. What modes of professional growth are preferred to further develop these competencies? The respondents were also asked would they participate in these modes of professional growth if such were available.

The top four competencies with which teachers strongly agreed were the ability to teach written composition, the ability to teach traditional grammar, understand the importance of social and emotional relationships of young adolescents, and work with students at different social and emotional stages. The two competencies with which teachers strongly disagreed were teach a second field in addition to English/language arts and teach structural or other linguistics.

The four competencies ranked highest for further professional development were teaching written composition, under-

standing the importance of social and emotional relationships of young adolescents, teaching reading, and working with students of many different intellectual levels.

The order of preference for modes of professional growth for further developing the competencies were: 1) workshops and inservice dealing with specific competencies; 2) teaching experience; 3) Master's program specifically designed for middle school/junior high school English/language arts teachers leading to additional certification; 4) personal reading; 5) Master's in English (regular graduate program).

One of the recommendations resulting from the study was a Master's program designed specifically for middle school English/language arts teachers. Assuming previous certification in English, the program should include:

Teaching language arts. Courses and experiences that contribute to the development of expertise in teaching written composition and reading should receive major emphasis. Areas receiving less emphasis should be traditional grammar as well as linguistics appropriate to the needs of the middle school teacher. The teaching of oral language and the teaching of literature should complete this area.

Learning about young adolescents. Courses and experiences that contribute to the development of understanding the importance of social and emotional relationships of young adolescents should be the major component of this area of the program. Courses and experiences that contribute to the development of understanding the intellectual development process of young adolescents should also be included.

Guiding young adolescents. Courses and experiences should be included that help classroom teachers understand their role in counseling and guidance as differentiated from the role of the guidance counselor.

Working with young adolescents. Courses and experiences that contribute to the development of the ability to work with students of many different intellectual levels, work with students of different social and emotional levels, work with young adolescents of diverse cultural backgrounds and work with young adolescents in differing stages of physical development should be included.

PRESERVICE TEACHER TRAINING IN READING: LECTURE-DISCUSSION VERSUS LEARNING UNITS
Order No. 7823176

MILLER, Marlene Anne, Ed.D. Arizona State University, 1978. 90pp.

The purpose of this study was to compare the effectiveness of an undergraduate reading course which utilized two different modes of instruction: a lecture with individualized learning units versus a traditional lecture with a discussion group.

The sample in this study was comprised of 89 undergraduate students enrolled in RDG 314, "The Teaching of Reading," at Arizona State University. All subjects were administered an informal test of decoding skills, a simulation of the Classroom Reading Inventory and the Inventory of Student Perceptions of Instruction.

Test scores for the first two indices were examined by means of multiple analysis of variance. The third test was analyzed using the t test of independent means. The .05 level of significance was chosen for interpretation of these analyses.

The statistical analysis of the data resulted in the following findings:

1. No statistically significant differences were found between the two modes of instruction on an informal test of decoding skills.
2. A statistically significant difference was found between the lecture with discussion group and the lecture with individualized learning units scoring on a simulation of the Classroom Reading Inventory with the students who attended the lecture with discussion group scoring significantly higher.
3. There was a statistically significant difference between the two modes of instruction on the Inventory of Student Perceptions of Instruction with students in the lecture with individualized learning units scoring significantly higher than the students in the lecture with discussion group method of instruction.

The results of this study and the conclusions based upon those results led to a number of recommendations for further research. Among these was a study in which the students have a choice of mode of instruction be manipulated orthogonally to the mode of instruction.

AN IN-SERVICE TRAINING PROGRAM FOR ELEMENTARY SCHOOL TEACHERS IN READING INSTRUCTION FOR THE GIFTED AND CREATIVE STUDENT Order No. 7814630

RINEHART, Bonnie Copeland, Ph.D. Saint Louis University, 1978. 90pp.

The purpose of this study was to develop an in-service training program for elementary school teachers in reading instruction for the gifted and creative student.

The development of the program was a threefold process. First, the major components of in-service programs for gifted education were ascertained from the literature since 1968. Secondly, the major characteristics of reading instruction for the gifted elementary school child were derived from the literature since 1958. Finally, the major characteristics of both in-service training programs and reading instruction for the gifted were synthesized into a list of components for an in-service program in reading instruction for the elementary school child. The list was sent to a panel of ten authorities on gifted education for refinement and validation.

Utilizing the list of combined components, the author developed a model for the in-service training program. Each of the program topics--rationale, identification, role of teacher/affective domain, reading curriculum design--was developed according to identified needs, participant level, in-service design, procedures, resources, and evaluation.

Helping elementary school teachers to be aware of the procedures used in identifying gifted readers; encouraging teachers to be aware of the special needs and characteristics of the elementary school gifted child; helping teachers to recognize the important role they play in fostering an effective learning environment for gifted readers; and introducing teachers to the more effective programs and practices of reading instruction for the gifted child comprised the basis from which the participants were to produce an effective reading curriculum for their gifted students. Ultimately, the program was designed to help elementary school teachers gain the insight needed to nurture a love for reading, within their gifted and creative students.

In order to reach the greatest population, the study recommends that a general training center be established for the purpose of instructing workshop leaders. With the certification of a large number of workshop leaders, in-service programs for reading instruction of the gifted child could take place all over the country in a relatively short period of time.

As another method of reaching a greater population, the study recommends the development of a training film. Although not ideal due to the void of personal interaction with the workshop leader, it merits consideration as a way of rapidly disseminating needed information.

Program participants are recommended to continue their learning, not only in reading instruction, but in the teaching of other school subjects as well. The study recommends that school district curriculum and supervisory personnel dispatch to their teachers a monthly review of new developments in the field of gifted education, particularly with respect to reading instruction.

Workshop leaders are recommended to continually strive to improve the effectiveness of the in-service training program. This improvement may be suggested by the participants' evaluations or by new developments in reading instruction for the gifted, as reported in the current literature.

SHIFTS IN PRESERVICE TEACHERS' PERCEPTIONS OF COMPETENCE AND ATTITUDES TOWARD THE ROLE OF READING DURING A FIELD BASED EXPERIENCE IN A SECONDARY READING COURSE USING PARTICIPANT OBSERVATION TECHNIQUES Order No. 7906648

SMITH, Laura Juanita, Ed.D. University of Maryland, 1978. 172pp. Supervisor: Beth Davey

The purpose of this study was to describe shifts in secondary content area teachers' perception about reading during a field-based methods course. Twenty-one students at the University of the District of Columbia, Mount Vernon Campus, who were enrolled in a secondary reading methods course, reported to an inner city junior high school for their field experience during the last six weeks of the course. The specific purpose of the field experience was to clarify and practice theory learned earlier in the course. Subjects were instructed to work in the school cafeteria with individual pupils to incorporate the teaching of reading in their specific content area.

Questionnaire IB was developed to describe shifts in subjects' attitudes toward the role of reading in the content area. This instrument consisted of five items using a five-point scale for rating questions from 1 (strongly agree) to 5 (strongly disagree).

Questionnaire IA was developed to describe shifts in subjects' perception of their competence in meeting the reading needs of their pupils. This instrument consisted of twenty-seven items using a five-point scale for rating questions from 1 (very qualified) to 5 (not qualified). Both of these instruments were administered as pretests and posttests to all subjects.

Questionnaire IIA consisted of Part A and B, which were administered at posttests only. Part A contained four Likert-type items and two multiple choice items. Part B was an open-ended question which asked subjects to enumerate freely strategies they felt competent to use in their next teaching experience. The study used a technique long associated with the social sciences, participation observation, to record, document, analyze, and report qualitative data. Subjects were asked to record the following information weekly: What was the most important thing you learned? What was the most interesting event of the day? What was the most puzzling event of the day? Subjects were instructed to limit their comments to instructional strategies, pupil responses, and materials.

In order to answer the research questions, t tests of significance were used to indicate the significant differences between pretest and posttest means on Questionnaires IA and IB for each of the items and the total test. Frequency tables and percentages were used to describe posttest responses to Part A and B of Questionnaire IIB. Content analysis of the participant observation logs was used to further answer all of the research questions.

Within the limitations of this study, the following findings were considered to be tentative: (1) Preservice content area teachers' attitudes shifted during the field experience revealing a more confident attitude toward meeting the reading needs of their pupils, (2) Preservice area content area teachers perceived that they were competent in applying the methods introduced in the theoretical component of their methods course, (3) Preservice content area teachers do perceive the field experience as a valuable component of their reading methods course, (4) Preservice content area teachers perceive that concepts learned earlier in the course are clarified through practice during the field experience.

Implications for research resulting from this study are: (1) Ethnographic research methodology or participant observation offer great promise to understanding the reading process. Future studies might well capitalize upon these methodologies using tape recorders to implement data collection. (2) Reading methods courses should include appropriate field components in order to clarify the relationship between theory and practice. (3) Additional research appears to be needed to determine which competencies are most valuable for secondary classroom teachers. (4) Participation observation logs can be used to observe individual differences in pupils' reading behavior. Teachers could gain a better understanding of the reading process and use this information for instructional purposes. (5) Research could be designed which would include pupils' interaction and responses to the strategies used by subjects. (6) Research could be designed which would incorporate the instructor as participant observer.

THE SYNTHESIS OF A DYNAMIC MODEL FOR STAFF DEVELOPMENT IN READING Order No. 7819786

VACCA, Jo Anne Lynott, Ed.D. Boston University School of Education, 1978. 219pp. Major Professor: Roselmina Indrisano

Purpose

The purpose of this study was to investigate the changing forces in staff development in reading operating in one school district. It sought to report the dynamics of the situation, determine the traits which characterize the effective staff developer, and achieve a "verstehen" in the synthesis of a model for staff development in reading.

Design and Procedures

In order to achieve a holistic understanding in the synthesis of a model several dimensions were investigated chronologically. These dimensions, which a), incorporate qualitative and quantitative measures into the plan of study; and b), facilitate the conceptualization of the study's confluent nature, follow:

1. The Critical Incident Technique was utilized in a pilot study to test the technique's applicability to the task of reporting staff developer behaviors.
2. A participant observation study was conducted in the school district selected as this investigation's data site to describe phenomena in a staff development situation.
3. In-depth interviews were held with six staff development experts in the field of reading to secure a statement establishing the general aim or purpose of staff development.
4. Group interviews, following the procedures of the Critical Incident Technique, provided the main focus of this study. Written protocols were secured from 148 teachers of reading, reporting 345 usable incidents on two types of record forms.
5. The final dimension, the synthesis of a dynamic model, incorporated the preceding dimensions.

Conclusions

1. Through in-depth interviews with six experts on staff development in reading it is possible to synthesize a composite general aim statement of the activity.
2. As critical incidents are classified and analyzed, seven categories (grouped in four areas) of behavior for the effective developer in reading emerged.
3. The emergent category system is reliable in that its plausibility was affirmed.
4. It is possible to derive a set of characteristics indicating effective role performance of staff developer.
5. Analysis of the data in a quantitative framework: a), provided a useful counterpart to qualitative analysis and b), corroborated the building of a synthetic model.
6. A conceptual delineation of role function can be achieved through the juxtaposition of the derived characteristics with the synthesized general aim.
7. Staff development in reading, based on data from one school district, is a process which logically interfaces with the nature of reading process. As such, the resulting model is synergetic, serving a duality of purposes: specific/structural and generic/functional. Structurally, staff development is viewed as the dynamic interplay of specific domains of persons, processes and properties emanating from a general school system network. Functionally, staff development is viewed as the systematic analysis of role functions.

A STUDY OF THE EFFECTS OF TWO METHODS OF INSTRUCTION AND PRACTICUM EXPERIENCE IN A READING METHODS COURSE ON KNOWLEDGE, ATTITUDES AND TEACHING BEHAVIORS OF PRESERVICE ELEMENTARY TEACHERS Order No. 7903095

VALENCIA, Sheila Weinberg, Ph.D. University of Colorado at Boulder, 1978. 315pp. Director: Professor Donald E. Carline

Over the past fifteen years there has been a change of thought concerning successful teaching of reading in the elementary school. The focus has shifted from an emphasis on specific methods, techniques and packaged programs for teaching reading, to teacher characteristics and behaviors. This, in turn, has placed added responsibility on institutions responsible for the reading education of preservice teachers.

The purpose of this study was to evaluate the effect of two methods of instruction and practicum experience in a reading methods course on specific attitudes, knowledge and teaching behaviors of preservice elementary teachers.

This investigation was conducted in two phases. During the first phase, one hundred sixteen preservice elementary teachers enrolled in a reading methods course were randomly assigned to a lecture or self-taught, self-paced modular method of instruction. These groups were further randomly assigned to either an unstructured practicum experience or one requiring them to teach nine pre-determined reading lessons. Lecture students attended one, one-hour lecture each week while modular groups never met for formal instruction. Instructors were available to all students on a regular basis for consultation or assistance. At the end of the fall semester, all groups were compared with respect to scores on a test of knowledge of reading, an assessment of attitude toward reading and teaching and reading lesson plans. Both the knowledge and attitude measures were piloted on a group of undergraduate education majors at a local college. Hoyt reliability coefficients were calculated to be $r = .72$ (knowledge) and $r = .77$ (attitude). An inter-rate reliability of $r = .82$ was determined for the two instructors grading lesson plans. The statistical analyses employed the BMD 05V analysis of covariance program using scores on standardized math and reading tests, grade point average and number of reading lessons taught as covariates.

The second phase of the study investigated whether the treatments had a significant effect on the teaching of reading during the spring semester student teaching experience. After eight weeks of classroom experience, student teachers were evaluated by the university supervisor and cooperating teacher with respect to their teaching of reading. A seventeen item Likert scale designed for this study was used to assess the student teacher's ability to use sound reading strategies when working with children. The Hoyt estimates of reliability for this scale were $r = .96$ for cooperating teachers and $r = .94$ for university supervisors. Again, the BMD 05V program was used to perform the analysis of covariance. Covariates included the four used in Phase I with the addition of children's attitudes toward reading to control for initial differences among classes used in this phase of the study.

Results of this investigation indicated no significant differences among groups in the areas of knowledge of reading, attitude toward teaching reading, preparation of reading lesson plans and effectiveness of teaching reading as rated by both the university supervisor and cooperating teacher. There was a significant interaction ($p < .05$) between method and practicum experience for attitude toward reading. Those students in the modular group required to teach reading lessons and those in the lecture group who were not required to teach lessons had more positive attitudes toward reading than either of the other groups.

THE RELATIONSHIP BETWEEN STUDENT TEACHER PERCEPTIONS OF THE AFFECTIVE ENVIRONMENT IN SUPERVISION AND THEIR SUPERVISORS' PARTICIPATION IN A WORKSHOP DESIGNED TO FOSTER SUPPORTIVE VERBAL COMMUNICATION SKILLS Order No. 7817419

WHITE, Patricia Louise, Ed.D. Temple University, 1977. 146pp.

This study examined the affective dimension of the supervisor-student teacher relationship and the effect of training supervisors in supportive verbal communication skills on student teacher perceptions of this dimension. Student teacher perceptions about the affective environment in supervision were obtained by use of an opinionnaire designed to identify specific categories of behavior. There was a nonsignificant increase in supportive behaviors for both workshop attending and nonattending supervisors as measured by supervisee responses to post-workshop opinionnaires. While these trends were not significant, they indicate that, contrary to prediction, supervision is perceived as a predominantly nonthreatening situation.

TEACHERS' PERCEPTIONS OF IMPORTANCE AND PREPAREDNESS TOWARD THE TEACHING OF READING Order No. 7818992

WHITEHEAD, Linda Stastny, Ed.D. University of Southern Mississippi, 1978. 105pp.

Purpose of the Study

The purpose of this study was to determine teachers' perceptions of the importance of selected reading tasks in their daily classroom teaching and the relationship among the importance of each task and teachers' preparedness to perform the task, the number of college reading courses completed, and teachers' demographic variables.

Procedure

The population of this study consisted of 100 randomly selected teachers in Mississippi who did not exclusively teach languages, business education, home economics, band, music, speech, physical education, art, or were librarians. Eighty of the 100 selected teachers participated in the study.

In order to obtain the data to fulfill the purposes of this study, a 46-item opinionnaire was constructed by the author. The personal data section of the opinionnaire requested information about each subject's age, race, sex, current teaching assignment, current teaching area, years of teaching experience, grade level of most teaching experience, highest degree held, number of undergraduate reading courses completed, and number of graduate reading courses completed. Sections A and B of the opinionnaire were centered around 46 sentence stems pertaining to reading tasks in the classroom. Each subject was asked to score the 46 items on a Likert scale of one to four indicating the level of importance be attached to each task and the level of preparedness he had been given for each task in his teacher education program.

In order to obtain the results of the study, two types of statistical analyses were used. The two types were multiple regression and correlated t-tests with Pearson correlation coefficients. The research hypotheses were tested at an alpha level of 0.05.

Conclusions

Based on the analysis of the data, the following conclusions were drawn. The selected reading tasks used in the instrument were found to be important or very important by the respondents. A significant relationship was found between teachers' perceptions of the importance of selected reading tasks and teachers' perceptions of their preparedness to perform the reading tasks. The level of preparedness was consistently less than or equal to the level of importance. When the interaction of importance and teaching assignments was considered, elementary teachers perceived the tasks as having a higher level

of importance than did teachers on the junior or senior high levels. For elementary teachers, preparedness was the best predictor of the level of importance assigned to each reading task, in contrast to preparedness rating as the lowest predictor of importance for secondary teachers.

Implications for Education

Based on the analysis of the data, the following implications for education were cited. The State Department of Education should revise certification requirements to include reading courses for all secondary teachers, principals and supervisors. In addition, the colleges and universities throughout the state of Mississippi should devise curricula for teachers that would increase the quality and quantity of reading preparation for elementary teachers and the inclusion of some reading course work for all prospective secondary teachers. Each school system should develop its own reading skills continuum to be utilized in a competency-based program and its own needs assessment inventory as a guide for in-service programs.

Recommendations for Further Research

Certain recommendations were made based on the analyses of the data:

1. Similar studies should be conducted in other states in order to compare requirements of college and state certification agencies in regard to course work in reading.
2. Similar studies should be conducted utilizing the perceptions of administrators of the preparedness of the teachers under their supervision.

AN ANALYSIS OF THE PREPARATION IN MULTICULTURAL LITERATURE AFFORDED PROSPECTIVE ENGLISH TEACHERS BY SELECTED COLLEGIATE ENGLISH DEPARTMENTS Order No. 7906801

WILLIAMS, Sandra Ann, Ph.D. Kansas State University, 1978. 184pp.

Statement of the Problem

The principal aim of this study was to investigate the degree to which selected college and university English departments of member institutions of the American Association of Colleges for Teacher Education are preparing prospective English teachers to teach literature of a multicultural nature. The primary objectives of the study were aimed at discovering the following:

1. The racial identifications of the English Department Chairpersons.
2. The determination of the philosophy, commitment and practice of collegiate English Departments relative to the idea of multicultural literature.
3. The degree to which institutional materials and supportive services make provisions for promoting the study of multicultural literature.
4. The recency of efforts to reflect multicultural diversity in the area of literature study.
5. The extent of ethnic/racial diversity reflected in the area of literature in the English Department as revealed by the availability and frequency of multicultural literature offerings.
6. The courses required in multicultural literature for prospective English teachers.
7. The authors that are predominant in the multicultural literature content.
8. The training and/or background requirements of English Department staff who teach literature.
9. The feelings, attitudes of English department chairpersons relative to the useage, value and implementation of multicultural literature within collegiate English departments.

Findings and Conclusions

1. Both predominantly White and predominantly Black English departments offer little or no coverage of multicultural literature.
2. Very little curricular change in English departments has occurred in relation to the inclusion of multicultural literature.
3. Very few authors and works of different cultures are studied; the few that are on reading lists are studied much too frequently.
4. Few English departments see the need to require courses in Black, Chicano and Native American literature, even though it is not covered in so-called "mainstream" American literature.
5. A great majority of preservice English teachers never gain exposure to the literature of other cultures.
6. The majority of English departments do not regard the literature of Blacks, Chicanos and Native Americans as being academically respectable.

Recommendations

1. English department chairpersons should provide an institute on multicultural literature for the benefit of faculty growth and development.
2. Administrative staff and faculty should develop a criteria base for making selections of multicultural literature in view of the existing needs of the particular English department.
3. English departments should plan the initiation of an efficient inservice study procedure in order to assist faculty in becoming aware of multicultural literature.
4. Special efforts should be made to eliminate instructional materials that give poor representation to literary authors of varying cultures.
5. Teacher preparation programs should provide multicultural literature course offerings which help to prepare teachers for dealing with cultural diversity.
6. English departments and Teacher Education should combine efforts in order to implement the concept of multiculturalism and literature study.

Recommendations for Further Research

1. An investigation of departments of special studies, history, ethnic studies, etc. that may be providing exposure to multicultural literature.
2. A study of Black, Chicano and Native American authors/critics for the purpose of gaining input as to which of their works they would recommend for study by prospective English teachers.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042